DOCUMENT RESUME

ED 079 650 CG 008 121

TITLE	Our Schools Plan Safe Living.
INSTITUTION	National Commission on Safety Education, Washington, D.C.
PUB DATE	66
NOTE	33p.
AVAILABLE FROM	National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $.75, Stock No. 461-13908)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Accident Prevention; Accidents; *Elementary School Students; Health; Injuries; Instruction; Instructional Improvement; Publications; *Safety; *Safety Education; School Conditions; School Personnel; *School Safety; Students

ABSTRACT

This publication is intended to help school superintendents, principals, supervisors and teachers do more effective work in safety education. It is a revision of early bulletins and incorporates new material as well as comments and suggestions from more than 50 members of the safety education profession. Administration responsibility is examined in detail, including organizing a safe school environment, aiding teachers with instruction materials, securing community cooperation, and providing and using a pupil accident reporting system. Teacher and supervisor responsibility are also discussed. Suggested experiences to help children learn safe habits are included: at school, at home, on the streets, on the school buses, and during recreation. In addition, activities are listed which would be most appropriate for the individual subject matter areas. (Author/SES)

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OUR SCHOOLS PLAN

SAFE LIVING

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so children may meet the challenge of living today and tomorrow

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OUR SCHOOLS PLAN

SAFE LIVING

NATIONAL COMMISSION ON SAFETY EDUCATION
National Education Association
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NEA STOCK NO. 461-13908

FOREWORD

Accidental deaths per 100,000 children of elementary school age (5 to 14 years) decreased from 42.5 in the period from 1913-1922 to 19.1 in the year 1964. By comparison, the rate of accidental deaths for youth of high school age and young adults (15 to 24 years) is slightly higher—now 60.3—than it was for the period 1913-1922 when it averaged 57.6.*

While the substantial reduction in the *rate* of accidental deaths for elementary-school-age children should be a source of satisfaction to the schools, the time is not yet here—as the figures for the 15-24-year-old group show—for any slackening of effort to teach safety education. More than 7,000 children of elementary school age and nearly 18,000 of those 15 to 24 years old died last year as a result of accidents, and many more thousands suffered accidental injuries.

The times are changing. More machines; new and more powerful devices and tools; as yet unfamiliar chemical products and processes; millions more bicycles, motorbikes, and motor vehicles; new homes; new schools; new highways; more air-space exploration—all these combine in the 20th century to give us a continuing challenge to teach our expanding population of children and youth how to grow and live safely.

This publication is intended to help school superintendents, principals, supervisors, and teachers do more effective work in safety education. It is a revision of early bulletins and incorporates new material as well as comments and suggestions from more than 50 members of the profession.

The draft for the 1956 edition was done by Elizabeth Neterer, then principal of Laughton School in Seattle. Illustrations and layout were done by Mrs. Jean M. Hogan, art consultant, District of Columbia Public Schools, Washington, D. C. The present revision was done by Commission staff.

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* Source: National Safety Council, *Accident Facts*, 1965 edition.

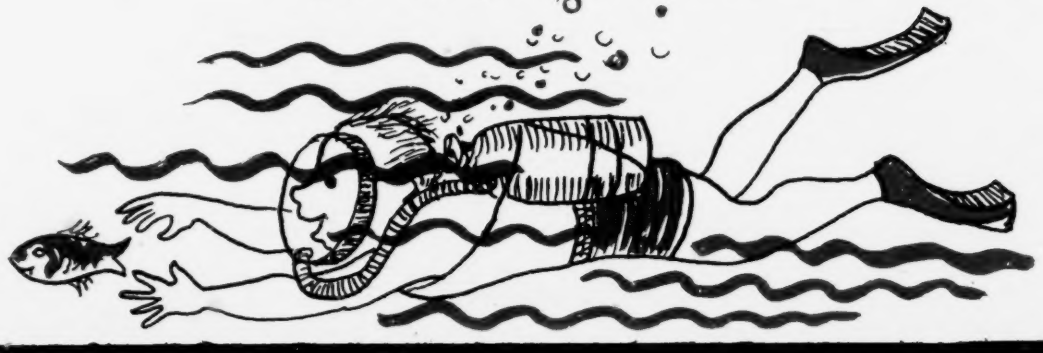
CHILDREN ARE THE WORLD'S GREATEST RESOURCE

LIFE IS INCREASINGLY EXCITING AND INCREASINGLY HAZARDOUS

ABILITY TO COPE WITH DANGER

depends upon a person's

- recognizing the hazard
- understanding it
- desire to meet it safely
- ability and skill to meet it
- growing judgment in meeting new hazards



SAFETY EDUCATION IS AN AVENUE

leading to full enjoyment of life

The process of learning to live safely

must consist of worthwhile and interesting experiences for children.

SAFETY EDUCATION IS IMPORTANT

to enable children to live
satisfying, contributing lives
with increasing judgment and confidence

by avoiding many common hazards

by successfully meeting unavoidable hazards

—at school
in building
on playground

—out of school
on way to and from school
at home
elsewhere in community

Accidental deaths per 100,000 children and youth*

	5-14 group	15-24 group
1913-1922 (average)	42.5	57.6
1933-1942 (average)	29.9	56.4
1948-1952 (average)	23.2	56.4
1955	20.3	60.1
1964	19.1	60.3

* Source: National Safety Council, *Accident Facts*, 1965 edition.

SAFETY EDUCATION IS URGENT

New hazards accompany modern scientific and technological advances

Accidents are the leading cause of death for children and youth

Our children need to learn to do safely the desirable things they will do anyway

Accidents do not just happen. They are caused by people who are

—negligent in their concern for themselves
—unmindful of the safety of others
—lacking in knowledge or skill
—unaware of safe practices

SAFETY EDUCATION DEPENDS

upon school personnel's

—knowledge of child growth and development

—keenness in recognizing hazards to child safety

—understanding of how to guide children to form safe habits and attitudes

—alertness in recognizing and seizing opportunities to teach safety

—skill in teaching children to

- be alert to danger without developing needless fears
- use judgment, resourcefulness, and skill in coping with danger
- exercise responsibility for their own safety
- practice consideration for the safety of others
- set good examples for others to follow

8 THE ADMINISTRATOR IS RESPONSIBLE

—for organizing and maintaining a safe school environment

—for making it possible for teachers to

- develop and exercise intelligent concern for the safety of children
- acquire knowledge of how children learn habits and attitudes
- learn to recognize and seize opportunities for teaching children habits and attitudes needed for safe living

—for furnishing help thru

- instructional aids for the teachers
- consultative services
- in-service workshops and conferences

—for including all school personnel and pupils in the safety program

- **to and from school**

—school buses —bicycles —automobiles

—street crossings used by pupils

—for securing cooperation of the community and cooperating with the community safety program

—for providing and using an adequate pupil accident reporting system

—for studying possible hazards with teachers, custodian, nurse, lunchroom manager, parents, and community agency representatives such as firemen, police, and civil defense people.

● **on the school grounds**

—playground apparatus —walkways and steps

—areas for organized and unorganized games and activities

—loading zones for pupils transported

● **inside the building**

—classrooms

—corridors

—stairways

—laboratories

—shops

—toilets and washrooms

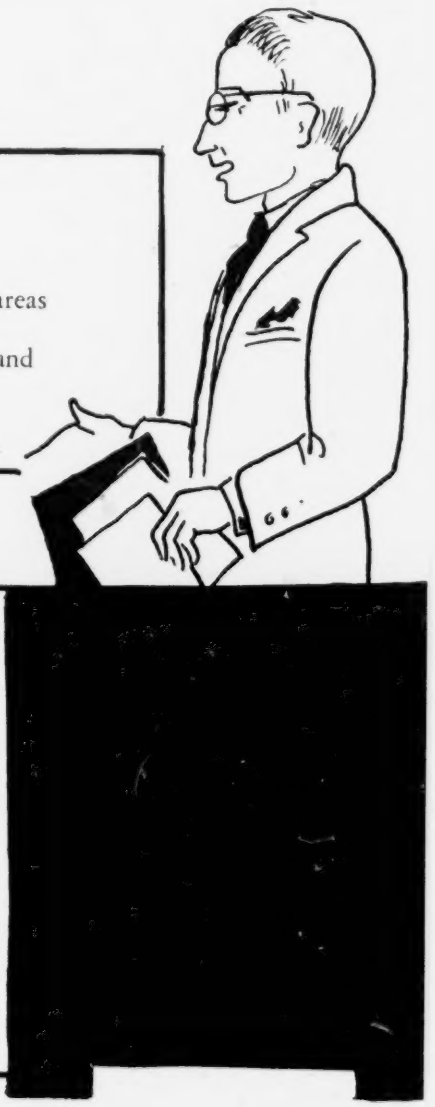
—auditoriums

—playroom

● **in the community**

—homes and yards —streets and highways —parks and play areas

—public buildings —industrial properties —railroad tracks and yards —swimming pools



—for finding out how other administrators meet safety problems thru

- conferences and workshops
- publications
- visits to other schools
- consultation with local, state, and national organizations

—for providing protection for children where it is needed:

Is the school environment safe?

Are there adequate exits, and are panic locks kept in good condition?

Is there an adequate fire alarm system in good working order? Is a second means of alarm available in case the electrical system fails?

Is the daily school routine planned so as to reduce confusion, haste, and congestion?

Are pupils always supervised when on playground?

Are there well organized school safety patrols?

Is there a well equipped first-aid room?

Is a person qualified in first-aid always available?

Is there a well organized plan for fire-exit drills? for civil defense needs?

Are periodic inspections made? and are unsafe conditions promptly corrected?

Altho protection is needed,
it alone is not enough.

—for scheduling drills and promoting observance of safety regulations:

Are emergency drills practiced frequently and under differing conditions?

Are regulations for school patrols clearly understood and applied?

Are bus-riding rules consistently observed?

Emergency drills and safety rules are needed,
but they alone are not enough.

—for helping teachers to discover each child's ability to avoid accidents:

Does he understand and accept his physical limitations no matter what his level of fitness?

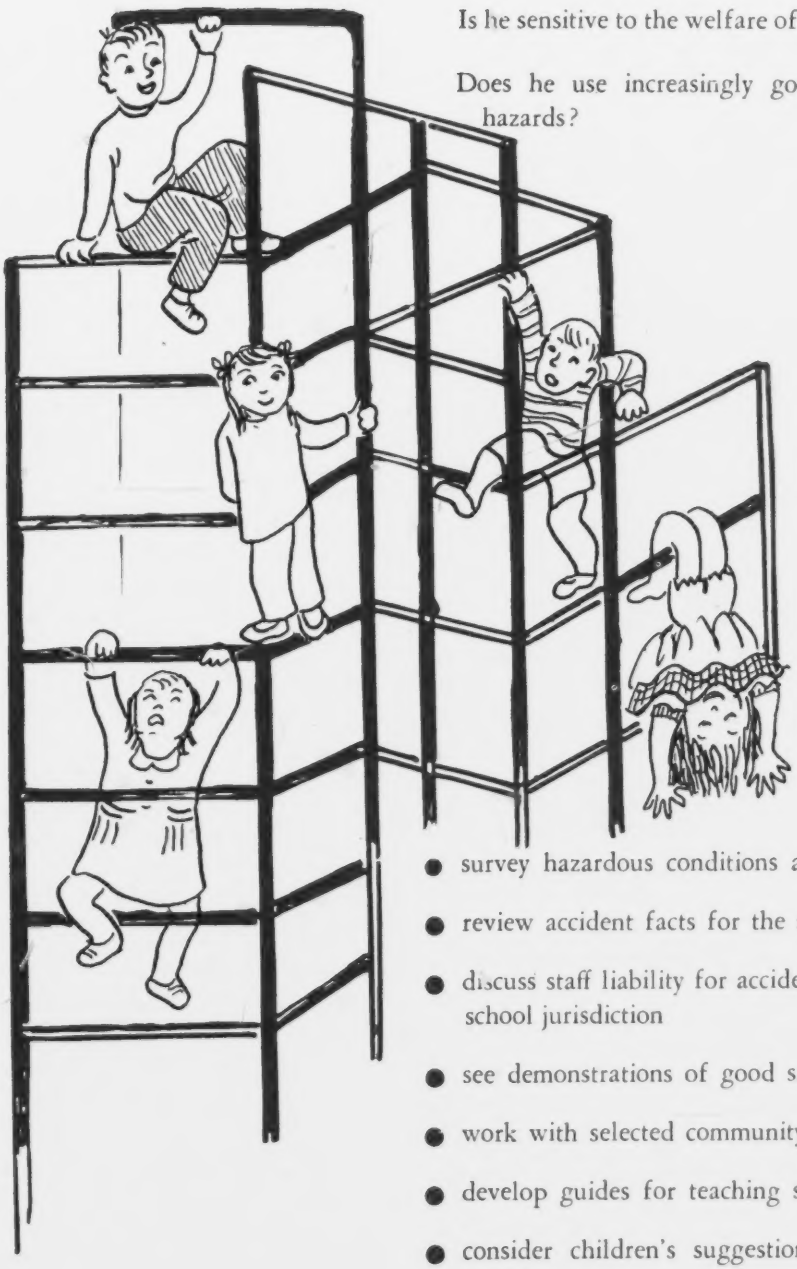
Is he alert to hazards? Does he know how to protect himself from danger?

Is he cooperative and helpful?

Does his home contribute to his emotional stability?

Is he sensitive to the welfare of others?

Does he use increasingly good judgment in situations involving accident hazards?



—for planning with the staff to

- survey hazardous conditions and behavior around school and home
- review accident facts for the school and community
- discuss staff liability for accidents that occur while children are under school jurisdiction
- see demonstrations of good safety instruction
- work with selected community leaders on school safety problems
- develop guides for teaching safety education
- consider children's suggestions for improving the school's safety program
- screen and select worthwhile instructional materials in safety education

—for helping individual teachers on such matters as

- deciding upon specific safety objectives
- determining class needs in safety
- making safety instruction a part of regular classroom living
- using successful methods, instructional aids, and consultative services
- working out safe procedures for playground activities

—for encouraging teachers to do effective work in safety education by

- noticing and complimenting teachers for their individual efforts
- recognizing teachers for outstanding contributions to the school's safety program
- making selected safety education materials easily available

—for planning with teachers for continuous evaluation of the safety education program:

Is the program based on pupil needs in school and community?

Is it cooperative and continuous?

Does it emphasize positive rather than negative forces?

Does it serve educational purposes?

Does it develop confidence and judgment rather than frustration?

Is it a natural part of the total school living and learning?

Will it help children meet the hazards they will face in the community? and in later life?

Custodian is concerned with all potential accident factors relating to the condition and use of the building and grounds

Teachers and nurse check the health status of all the children, observing each child as he enters, and noting conditions which may make him susceptible to accidents

Bus drivers need the support of the school in making pupil transportation safe. Problems like the following may be discussed in classrooms, at student council meetings, or in assembly programs:

walking to and from the bus stop
waiting for the bus
getting on and off the bus
crossing the street after leaving the bus
behavior on the bus
purposes of bus patrols
emergency exit drills while on bus

Librarian needs information about the school's safety program, and also information about the kinds of safety education materials that will be most helpful for teachers and for pupils

Lunchroom manager needs information about the school's safety program, and special instruction about the safety of children who help in the lunchroom regarding such dangers as sharp knives, hot liquids, and electrical appliances

Special services personnel (teachers of handicapped pupils, the psychologist, and the visiting teacher) all need information about the school's safety program, especially emergency drill and safety patrol procedures

—for providing for pupil participation in planning and conducting activities of

school safety patrols
school safety organization
special schoolwide committees

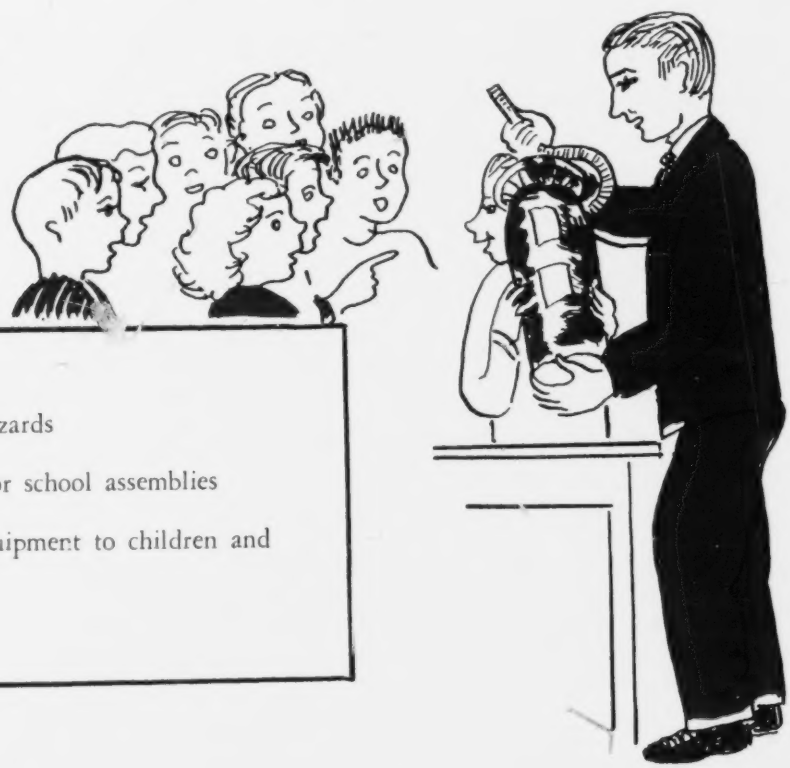
—for securing the interest and cooperation of parents in strengthening at home and elsewhere what the school is endeavoring to do, through

- announcements at parent-teacher meetings
- demonstrations by children at parent-teacher meetings
- monthly newsletters to all patrons
- special bulletins on the parking of cars, and on the safe loading and unloading of children transported by parents or in car pools

—for working out cooperative arrangements with public agencies in the community

Fire Department

- to inspect the building for fire hazards
- to talk to parent-teacher groups or school assemblies
- to demonstrate fire protection equipment to children and teachers



Police Department

- to help instruct school traffic safety patrols
- to give assistance in emergencies
- to help pedestrians at dangerous crossings
- to give talks and demonstrations at parent-teacher meetings or school assemblies

Civil Defense Office

- to give advice about safe shelter areas, warning signals, and emergency drills

Recreation Department

- to provide safe play areas and promote good after-school recreation programs
- to demonstrate proper use of play equipment
- to instruct in the skills of potentially dangerous games and sports
- to encourage good hiking and camping practices

—for surveying local organizations that are interested in safety (automobile club, Red Cross chapter, safety council, youth organizations)

List and file for reference the persons to contact for specific services offered; and keep the list up-to-date

Urge joint action by these groups where their separate interests impinge on an effective school safety education program

—for facilitating the effective reporting and recording of accidents

A good accident report supplies

name of injured person
home address
age
sex
grade
school
date of accident
time of day
witnesses
place of accident
nature of injury
details of incident
equipment in good order
who reported it
supervisor on duty
who attended the injured
whether parents were notified
disposition made of injured

. . . *and* suggestions to prevent recurrence of the accident

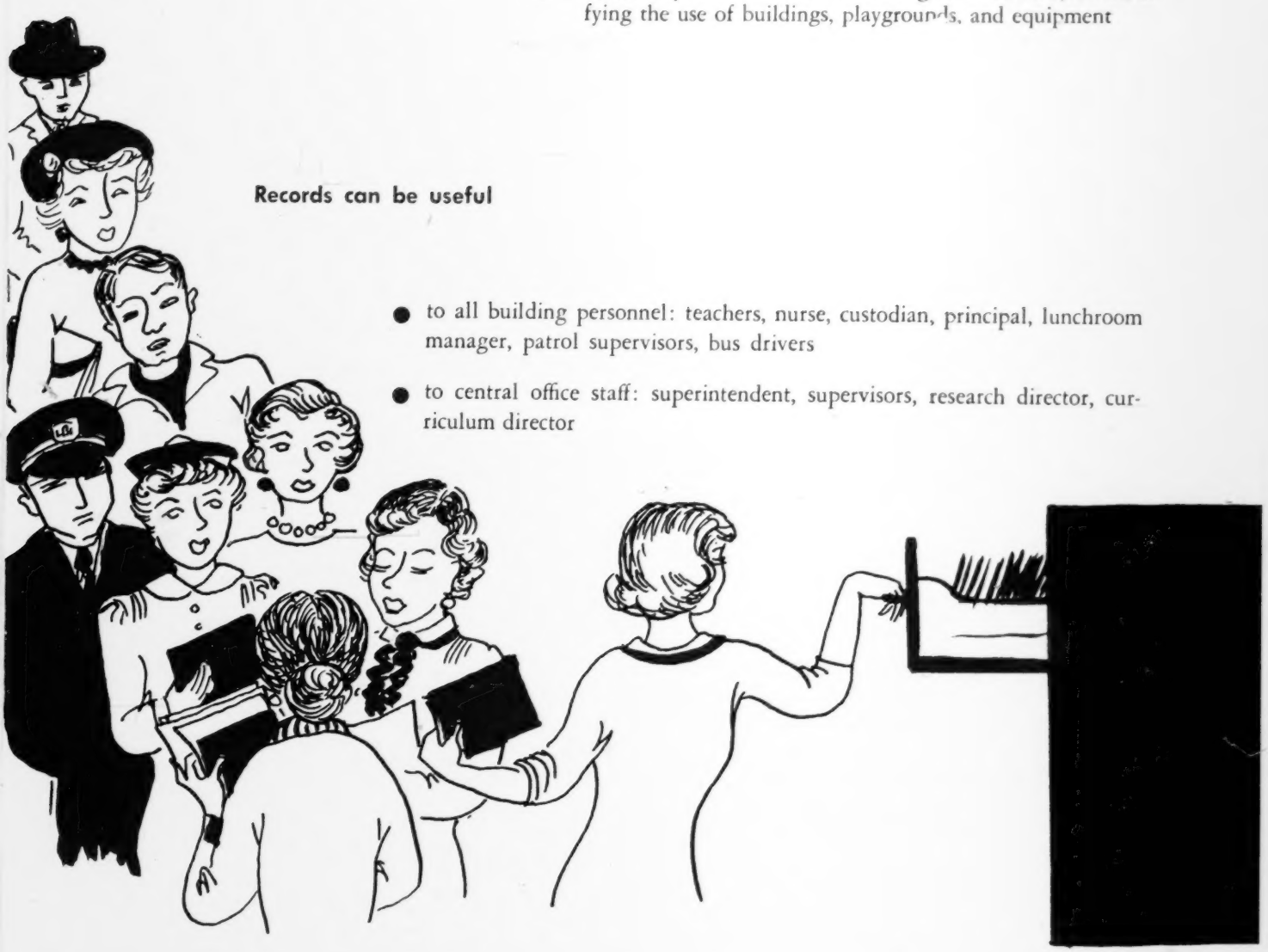
Only when accident reports are tabulated and analyzed can the information recorded be used to best advantage

Information from accident records can supply

- material for continuous and intelligent curriculum planning, such as the safety practices most needed and when needed
- assistance for individual student and parent conferences
- legal data for school personnel and school board in case of litigation
- data regarding the causes of accidents
  - to stimulate alertness among teachers, parents, and pupils
  - to help in eliminating hazards
  - to identify hazards when rebuilding the structure, or modifying the use of buildings, playgrounds, and equipment

Records can be useful

- to all building personnel: teachers, nurse, custodian, principal, lunchroom manager, patrol supervisors, bus drivers
- to central office staff: superintendent, supervisors, research director, curriculum director



THE SUPERVISOR IS RESPONSIBLE

—for ascertaining the safety problems of the school district which need to be taken up with principals and teachers

—for providing leadership in planning programs to challenge interest and encourage community action on safety measures

—for helping principals and teachers see safety education as an integral part of the curriculum

—for working with teachers and principals in preparing suggested guides containing such items as

- purpose of teaching safety education in schools
- principles of education involved in the learning process
- plans for the practical use of these principles in teaching children safe habits for everyday living
- suggested opportunities at different age or grade levels for children to learn safe habits
- suggestions for evaluating the program in terms of planning for another year
- lists of materials and instructional aids for teacher reference and information on where and how the aids may be secured
- annotated bibliography for children listing ages at which various materials are suitable

—for planning conferences with principals to discuss

- organization for safety programs in terms of individual school needs and principles of education
- means of helping teachers
- safety education guides or courses of study
- available instructional aids and how to secure them

—for planning conferences with teachers to discuss

- opportunities to teach children to employ safe practices in everyday living at school
- the application of principles of education in teaching children to form safe habits
- uses of the suggested curriculum guide and other safety education materials

—for planning conferences with representative children from all schools, when it is important that all children work together on a common project—such as working for a safe and sane Halloween

—for putting himself on call to help teachers with

- individual problems of instruction
- workshop and in-service programs
- evaluation of individual school programs

—for determining where serviceable teaching resources may be secured; then, with a committee of teachers and principals, screening and selecting those which are most useful and making information about them available to teachers and administrators

Resources to be considered would include

photographs

films and filmstrips

slides

bibliographies

resource persons

demonstration materials

transcription records

traveling exhibits

reference materials for teachers and for pupils

community resources for field trips

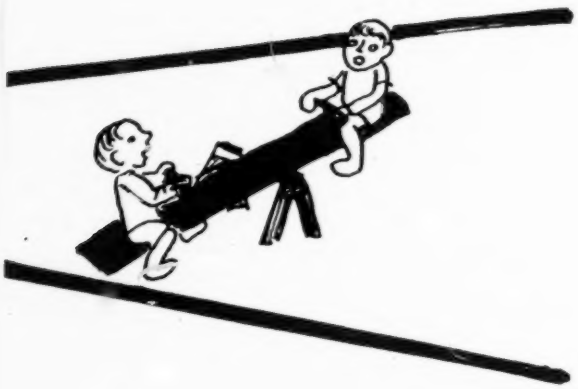
- passing in the halls, on the stairs
- drinking at a fountain
- using handrail
- using tools and sharp-pointed objects
- taking part in fire drills
- moving about room to get supplies, sharpen pencils
- moving tables and chairs
- playing in the gymnasium, on the playground
- using bats, other play equipment
- performing classroom duties
- going on field trips
- carrying trays in cafeteria

ON THE STREET AND HIGHWAY

- crossing streets or roads
- cooperating with safety patrol
- following directions of traffic officer or crossing guard
- serving on safety patrol
- observing traffic regulations
- using bicycle
- helping younger children

ON THE SCHOOL BUS

- going to and from the bus stop
- waiting for the bus
- learning how to be a good rider
- getting on and off the bus
- crossing street after leaving bus
- serving as a bus patrol member
- taking part in bus exit drills



DURING RECREATION

- using swings, see-saws
- playing with toys
- selecting play areas
- learning rules of a game
- recognizing seasonal hazards

AT HOME

- putting toys in their places
- handling play equipment
- using tools
- cleaning up rubbish
- becoming aware of hazards involving falls, burns, poisons
- helping with household duties

PREVENTING FIRES

- using matches or candles only in presence of an adult
- reporting fire immediately to an adult or fire department
- learning about electrical appliances
- becoming aware of dangers of open fires, cleaning fluids, gasoline
- learning how to prevent forest fires

IN RURAL AREAS

- walking on highway facing traffic
- playing safe distances from open fires
- keeping away from farm machines
- learning to use lamps, lanterns
- caring for animals
- cleaning up rubbish
- choosing play areas

USING FIRST AID

- reporting injuries to adult for immediate attention
- keeping clean
- using phone for reporting injuries
- using first-aid kit for scratches, bruises, abrasions

THE TEACHER IS RESPONSIBLE

—for maintaining a safe environment in the classroom by

- teaching children to arrange furniture and equipment to keep hazards at a minimum
- teaching children how to handle personal and room equipment, such as scissors, pens, pencils, rulers, tools, furniture
- teaching children to have a place for everything and to return things to their proper place after use
- encouraging safe behavior by noticing and expressing approval of it
- establishing friendly, comfortable relationships

—for cooperating with the school routine by

- assuming a share of responsibility for the supervision of child behavior on the school property
- making necessary records and reports to the school office concerning
  - accidents
  - removable hazards
  - repeated infraction of rules or sound practices
  - improvements in existing regulations
- being able to administer first aid
- participating in fire drills and shelter drills

—for preparing children to meet danger

- in the classroom
- in the building outside the classroom, such as on the stairs, in the corridors, in the lunchroom, in the gymnasium or playroom
- on the school bus
- on the playground
- on the streets, going to and from school
- at home
- elsewhere in the community
  - when in or near the water
  - when riding a wheeled vehicle
  - when camping
  - when in a crowd
- on special days, such as Christmas, Fourth of July, Halloween, New Year's Day, April Fool's Day, birthdays

—for knowing how to help children learn safe habits

Children differ in their readiness to learn, some continuing to need closer guidance than others.

Children learn best when they feel good about themselves and their place in the group.

Children learn most effectively through activities which they believe are important to them.

Children retain habits that they often use to carry out their own purposes.

Children learn more effectively those practices applied to everyday living than those merely talked about.

Children are more likely to understand and observe rules they help to make than rules imposed upon them.

Discussing the pros and cons of certain rules and making decisions about them help children to develop critical judgment.

More effective learning takes place when children know how to take stock of their own progress.

Children learn effectively from activities in which they assume roles of leadership and initiative.

—for selecting the curriculum

The environment provides the most effective teaching material possible. It creates needs for safe behavior which children understand, and it gives opportunities for practice which they readily accept.

The safety curriculum consists of experiences children have as they learn to recognize hazards and meet them wisely.

Each new experience should teach new skills or give opportunity to apply old ones in new situations. Learning to perform these skills correctly means learning to perform them safely and wisely.

Safety is a way of living!

—for knowing **when** to begin teaching safe habits

Safety education in school begins with a child's first day at school. As the child encounters each new experience, he inevitably learns habits, good or bad, in connection with the experience. The alert teacher assures that the child learns safe habits, often anticipating hazards and preparing the child to meet them.

It is important that these habits develop into more and more useful ones for the growing child. Learning to use a new tool, for example, means learning new skills. It also means

- developing understanding of uses, values, and dangers of the tool
- learning to take proper care of it
- accepting responsibility for protecting oneself against its dangers
- showing consideration for the safety of others when using it

Some hazards need immediate attention as soon as a child enters school.

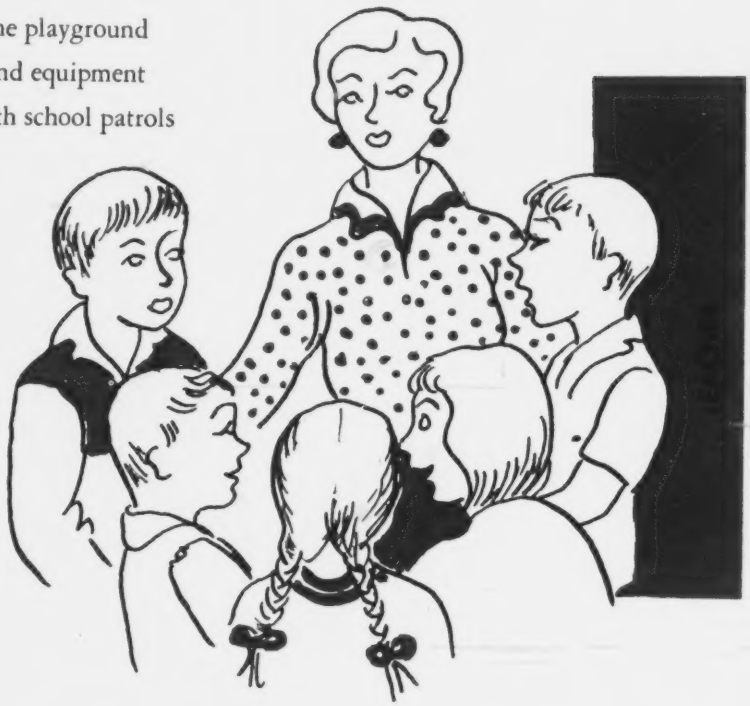
✓ **For immediate attention!**

- waiting for the bus
- crossing streets
- using sharp-pointed tools
- using bats on the playground
- using playground equipment
- cooperating with school patrols

✗ **This needs early attention!**

Discussing with children the reason for rules in regard to such routines and special school areas as

- dismissal
- passing through halls
- fire drills
- getting on and off school bus
- shelter drills
- assembly
- lunchrooms
- restrooms
- playground



—for knowing to begin

Education for proper, responsible, and considerate action takes place in connection with whatever need for it arises; for example,

- **in art work:** carrying scissors, sharp pencils, or sharp tools with the points down or covered
- **in science:** using matches, candles, electrical appliances, or chemicals only when an adult is present
- **in shop work:** using power tools only when an adult is present

  using guards and protective equipment when operating power tools
- **in homemaking class:** lighting match before turning on oven

- **in games:** using baseball bat only in the batting area and dropping (never throwing) it

  carrying jump rope so no one can trip over it

- **at recess:** becoming familiar with playground surface

  keeping eyes to the front when running

  playing chasing games only in areas where there is plenty of space for running

—for knowing **how** to begin teaching safe habits

Study the area with the children to locate possible hazards.

Cooperation is two-sided. Teacher and children make plans together and carry out the plans together.

The competent teacher prepares for a teacher-pupil planning session by preplanning on her own, lest she place the children in a situation where they are faced with problems they are not experienced enough to attack and with a teacher unprepared to help them.

Discuss the hazards with the children in order to locate those that need to have something done about them immediately.

Select, with the children, the more urgent situations and determine the readiness of the group to attack the problems by bringing up for discussion such questions as,

Is this a problem about which we can do something?

Can we solve this problem at once or will it take some time? (Choose short-term problems first.)

Do we know if any other groups have tried to solve this problem?

What success did they have? What did they leave undone?

Organize the problem into parts that can be worked on by the pupils.

The more successfully a group deals with one problem, the more eagerly and confidently it will undertake another.

Place children in a working group by

- helping them to define the problem. What is its nature? Has it arisen because of
  - a hazardous area?
  - lack of information?
  - improper behavior?
  - absence of practical rules?
  - infraction of rules or sound practices?
  - inadequate supervision?
  - improper attitude?
  - undeveloped skills?
  - activity unsuited to age or strength?
  - some other cause?

- helping them to plan a course of action; this may take the form of
  - determining, with children, the results hoped for in terms of
    - changed attitudes
    - improved behavior
    - development of new habits or skills
  - planning activities with the children to give information, to influence attitudes, to suggest remedies, such as
    - keeping a record of *all* accidents
    - making a map to show location of each
    - drawing posters to suggest remedies
    - writing editorials for school newspaper
    - posting notices on bulletin board
    - taking trips for observation
    - using films, slides, demonstrations
    - engaging in panel discussions
    - writing skits to dramatize lessons
    - planning short programs, dramatizations, assemblies to give information and create interest

Select, with the help of the children, committees and individuals to carry out chosen activities.

Identify subjectmatter areas wherein safe habits may be used or discussed by children. Safety education is a part of all living and learning. Wise living is safe living. Correct use is safe use. All subjectmatter areas are involved in safe living and learning.
A few examples are:

Art: making posters,
maps,
scenery for dramatics,
dioramas, exhibits
using tools safely

Conservation: discussing man's need for plant and animal life, prevention of forest fires, conservation of soil and water

Construction: using hammer,
saw,
plane,
chisel

Language arts:

reading about safety
contributing to room and assembly programs
practicing use of telephone
dramatizing lessons
making committee reports
writing letters to obtain information
writing reports, articles, editorials for school newspaper
participating in school safety projects
writing original stories and poems about safety
spelling new words learned from safety activities

Mathematics: discussing accident statistics and the need for accuracy in measurement
making graphs

Physical and health education: using gymnasium equipment
observing rules of games
selecting safe play areas
building physical and emotional readiness to practice safety

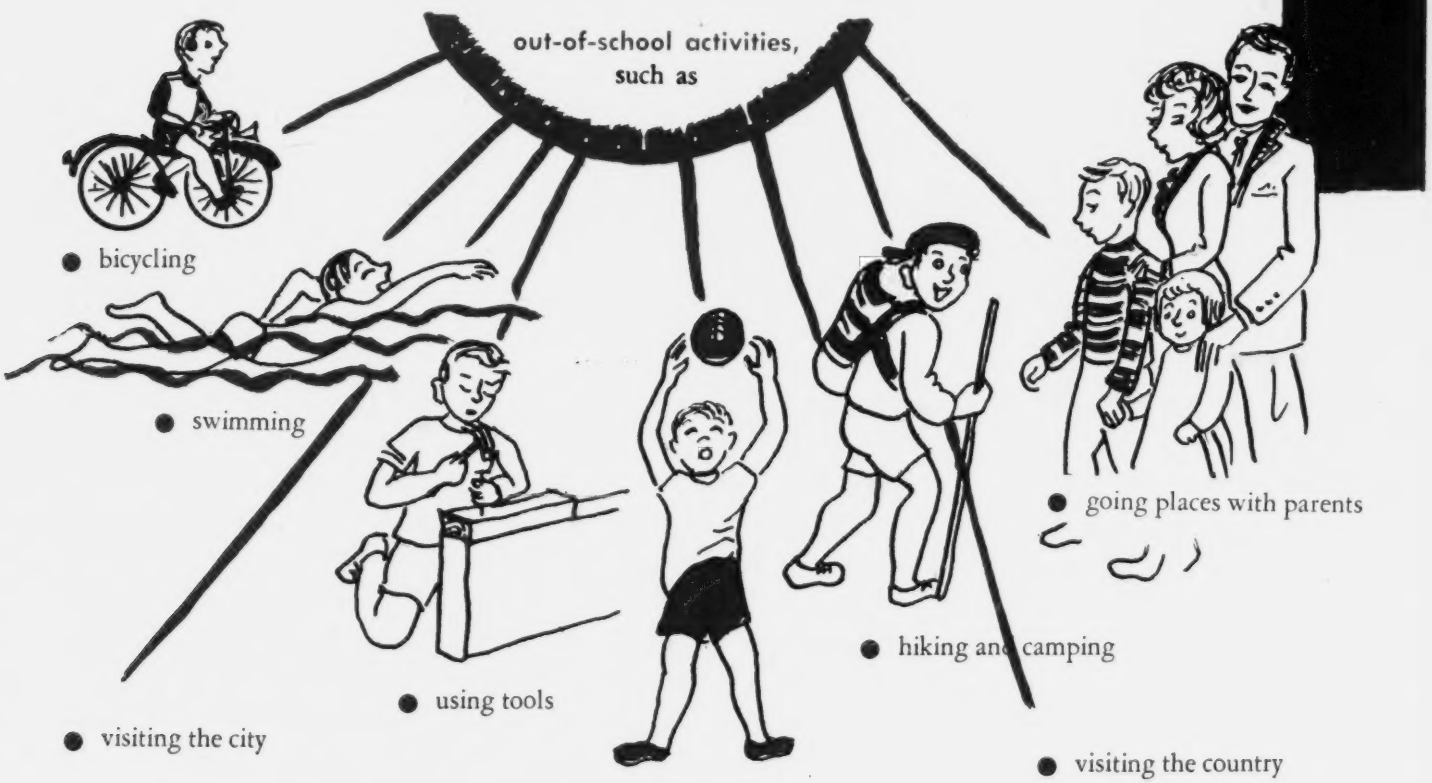
Science: using and caring for equipment
discussing use of chemicals, electricity, fire
discussing treatment of burns
discussing causes of falls
demonstrating friction and safe stopping of skates, bicycles, automobiles

Social studies: studying the changes in ways of living that have increased the need for safety education

discussing people and agencies that contribute to safer living for boys and girls

learning about local regulations and state laws that contribute to safer living

—for extending children's safe-living-at-school experiences to



—for increasing interest in accident prevention through elementary knowledge of first aid

—for coordinating the work with the all-school program so safe habits most important for an age group will be taught when most needed

—for knowing how to get help

- from administrator
- from supervisor
- from other teachers
- from materials and instructional aids
- from parents
- from national organizations
- from student organizations, such as
  - student council
  - safety patrols
  - safety committee
  - school newspaper
- from community agencies, such as
  - fire department
  - police department
  - health department
  - recreation department
  - library
  - local safety council
  - civil defense office
  - automobile club
  - local Red Cross chapter

—for evaluating, with children, the success of the work. This might take the form of such questions as

Are we having fewer accidents? Are they less serious? Are there fewer near-accidents?

How have we improved our behavior?

Are we beginning to take responsibility for our own safety?

Are we showing evidence of being more considerate for the safety of others?

Are there fewer complaints about our behavior? More commendations for safe behavior?

How have our attitudes changed?

Are there other evidences of our success or shortcomings?

Do we feel that we have made real gains in recognizing hazards and in meeting them satisfactorily?

—for evaluating his own procedure by asking such questions as

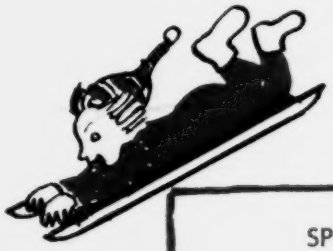
Are the children increasing in self-reliance and judgment?

Were the experiences challenging and zestful?

Did the experiences enable children to gain insight and act upon it?

What are some next steps to help children make full contribution to life

- in whatever they do
- wherever they are
- whenever they do it



WINTER

- coasting
- skating
- snowballing
- skiing
- walking on icy streets

FALL

- taking hikes
- playing football
- burning leaves
- roller skating
- planning for Halloween

SPECIAL EVENTS

Clean-up Week (April)

Learn-to-swim campaigns

Farm Safety Week (July)

County Fair

Fire Prevention Week (October)

American Education Week (November)

SPRING

- using playground equipment
- playing baseball
- flying kites
- bicycling
- meeting rainy day problems

HOLIDAYS

New Year's Day

April Fool's Day

Easter

Fourth of July

Labor Day

Thanksgiving

Christmas

EMERGENCIES

Floods

Hurricanes

Tornadoes

Air raid warnings

Accidents on school property

Fire in the neighborhood

Injuries in the classroom

Street accidents near school

SUMMER

- swimming, boating, fishing
- getting sun-tanned
- studying plants and animals
- going barefoot
- building campfires
- climbing
- going on picnics